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ABSTRACT

Addressed to therapists who work with adults with learning disabilities (LDs), four points crucial in leisure advisement are discussed in this paper: (1) personal leisure identity; (2) locating resources in the community; (3) scheduling leisure time; and (4) motivation for involvement. Therapists must help their clients with self discovery by exploring their likes and dislikes, challenges and fears, assets and limitations. By understanding how LDs affect their lives, clients may then determine the activities best for them. Next, clients should then locate those leisure activities in their community. With help from the therapist, the client can uncover information on the nature of leisure opportunities and where and when these activities are held. Concurrent with this stage of investigating opportunities, the therapist can help the adult with LDs prioritize and budget time. After the client develops a time budget, he or she should make a weekly schedule of when activities and tasks occur. Lastly, clients must learn to follow through on the leisure goals they have chosen. The therapist must encourage the client to complete each task required of the activity, finish the entire course, develop the ability to pursue the task independently (if the client enjoyed the course), and continue with more advanced levels of the enterprise. (RJM)

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LEISURE ADVISEMENT WITH THE ADULT HAVING LEARNING DISABILITIES

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Leisure Advisement with the Adult having Learning Disabilities

The significance of leisure advisement for this population is to become aware of one´s values and attitudes toward leisure, determine how satisfaction can be achieved during leisure time, understand the benefits of leisure, and locate time to participate in the leisure activity of choice. The leisure advisement will be of an educational nature, focusing on the acquisition of leisure knowledge and leisure skills.

This paper will discuss four main points crucial in leisure advisement. These points of discussion are: Personal Leisure Identity, Locating Resources in the Community, Scheduling Leisure Time and Motivation for Involvement. Examples and materials will be provided to create a multisensory teaching or counseling environment.

Personal Leisure Identity

The first step in assisting your client to achieving a well-balanced leisure lifestyle is to have the individual recognize who he/she is as a person. The client is recommended to explore his/her likes and dislikes, challenges and fears, assets and limitations.

An adult with learning disabilities must become accepting of this disability. Total acceptance eliminates indecisiveness, continous poor judgement, low self-esteem, ignorance of reality, uncontrolled anger and repeated failure. Understanding how learning disabilities can affect one´s life is important in determining what is best for you.

How does one know what is best for oneself? This ability to know requires some insight from the individual. Once the person has some kind of awareness then that person must find what strategies or accommodations work best for him/her. For example, your client is aware that when placed under time constraints exhibits many mispellings when writing. Client is hesitant to engage in a Scattergories@ game because his/her main focus will be on spelling the words correctly instead of searching for words that fit the category. So, what should your client do? Or, what can you and your client do together to alleviate the problem? The client can brainstorm ideas to solve this dilemma. If client experiences difficulty pinpointing solutions to this problem, the counselor can offer some options for solutions. Resolutions may consist of: Never play the game Scattergories@; write the word phonetically, not worrying about spelling; ask the players not to penalize for abbreviations and mispellings; team up with a partner who would write the words for you; or ask the group to let you have an extra minute for writing. The client can then chose one of the resolutions. The next step is to ask the client why he/she chose that specific resolution. The answering of questions (especially the reason behind why a certain resolution was selected) assist in analyzing one´s own behaviors and understanding why he/she acts a particular way.

For the client who exhibits little insight into how learning disabilities may affect participation in leisure activities, administering an instrument to measure perceived cognitive ability, social/emotional outlook and leisure ability would inform client and counselor about possible areas of strengths and weaknesses. The Cognitive Leisure Checklist (abbreviated form) (see figure 1) was designed for individuals experiencing possible cognitive decline and to what degree does the cognitive decline interfere with participation in leisure activities. The instrument is easy to administer and normally takes 10-15 minutes to complete. Also, in evaluating leisure participation ability, the counselor should pose these questions to him/herself before advising on an activity:

* Can the client follow instruction booklets for playing and scoring games?

* Can the client identify suits and numbers in a deck of cards?

* Is the client able to follow directions and rules for outdoor sporting and camping activities (read a compass, pitch a tent, extinquish a fire)?

* Can the client review directions enclosed in model and craft kits and assemble independently?

* Can the client write and/or construct words in knowledge (trivia) and word games?

* Is the client able to write or orally request reservations for hotel rooms, transportation (any mode), concerts, or sports events?

* Can the client locate where the event will take place and drive him/herself there?

* Can the client calculate the number rolled on dice or spaces moved on a game board?

* Can the client determine the cost of participating in various leisure activities?

* Is the client able to react quickly, exhibits adequate coordination, keep track of the ball and execute instructions given by coach/teacher?

The next step is for the client to determine what kinds of leisure situations are comfortable and become aware of what he/she hopes to receive from a leisure experience (i.e., relaxation, knowledge, socialization, recognition, excitement, escape, productivity, etc.). This point can be clarified with a few inquiries like: Do you prefer being a member of a group? Do you like taking the leadership role? Is your interest primarily with solitary activities? Do you have a hobby? Is your leisure participation preference more with active activities than passive activities? Does listening to music, painting or dancing bring

relaxation? Is it your desire to be productive (i.e., playing a musical instrument, teaching dance or building a model) during leisure time? Or, is total enjoyment of the outdoor environment a leisure desire? Is assisting someone in need through volunteer work your aspiration? Or, is spending time participating in activities one's family enjoys a wish? The Leisure checklist (see figure 2) and Meeting Personal Needs in Leisure form (figure 3) address some of the previous issues. These quick assessment forms will provide the counselor with some ideas about the client's preferred leisure situation and satisfaction concerns.

Locating Resources in the Community

After the client has decided what would bring him/her satisfaction in leisure and determined one's own personal likes and dislikes, the next step is to locate those leisure activities in the community. How is this accommplished? First the client can make a list of what she/he intends to do in leisure time. This information can be compiled from the Leisure checklist and Meeting Personal Needs in Leisure form. Then the client can create questions on information he/she would like to know about the activity, such as: How much does it cost, if any, to participate in the activity? What transportation arrangements need to be made? Where is the activity located? At what times during the week or month will the activity take place? Can I receive extra assistance or accommodations with the leisure task if I ask for it? What level of skill does one need to participate in the activity (beginner, intermediate or advanced)? Does the person need to call in advance to make reservations? These are a few questions the client would ask an individual employed at the local Parks & Recreation Department, Commerical Recreation Agency (i.e., bowling, golf, concerts, exhibits, etc.), Community Center, Hobby Club or Historical Facility.

The next question the counselor can pose to client is, "Where can one find out where leisure activities are located in the community?" If client experiences difficulty with this question point out the yellow pages of your local city or town. The front pages of the yellow pages list sport facility locations, major transportation routes, points of interest and major city service departments, usually the telephone number is included. The client can also explore categories in the telephone book (associations, clubs, organizations, societies, etc.). Another resource is to visit the local tourism and visitors office. The tourism and visitors office often will have booklets and handouts describing everything a person ever wanted to know about a town and, most importantly, how to have fun in a town while you are there. This information is usually free of charge. One resource that is overlooked is the local chamber of commerce. Why the chamber of commerce? The chamber of commerce has a listing of most businesses in the town. Let's say your client is interested in virtual reality amusements and there is no listing for that sort of activity in the telephone book or visitors booklet, he/she can be advised to call the chamber of commerce to see if this recreation business is in town (the business might not have the name "virtual reality" in its title). Do not forget to mention locating leisure

activities in the local newspaper. Usually the Sunday edition has an Arts & Entertainment section; this lists all movies, theater, concert, dining/entertainment and weekly cultural attractions held in the town and even adjoining towns. Some weekday issues will focus on having listing for upcoming workshops, speciality seminars, business/social group meetings and support groups. The client can call the newspaper to find out which daily issue prints these listings. A generic community resource list (figure 4) could be of assistance in locating community leisure resources in any midsize to large town.

Scheduling Leisure Time

The act of scheduling time to participate in leisure activities may occur concurrently with locating leisure resources in the community. Individuals having learning disabilities often exhibit poor organization and budgeting of time skills, have difficulty meeting schedules and lack awareness in prioritizing tasks. The client with assistance from the counselor should first identify how participation in certain leisure activities ranks in his/her list of priorities. The categories of priorities usually consist of: Family, School, Employment, Personal Obligations, Leisure and Others. The client should be cognizant that each individual has a different set of priorities and these priorities may change from one month to the next. For example, Jim Q.'s priorities for the month of April rank in this order:
1) Employment, 2) Leisure 3) Personal Obligations. Jim Q. will be getting married in August and also will step down from his position as local union president, so his priorities for September may consist of: 1) Employment, 2)Family and 3) Leisure. Priorities are not set in stone, so one needs to learn it is important to adapt to changes and identify a new list of priorities as needed.

After priorities are determined, the client should make a weekly schedule of when activities and tasks occur (see figure 5 - Reference Calendar). A generic calendar could list all daily activities (especially if one has problems with remembering) or just list tasks and events occurring on a weekly, biweekly or monthly basis. The client can determine what type of schedule is comfortable to him/her. For individuals who find that time escapes them, the "Time Use Diary" (figure 6) is a good instrument for monitoring use of time and assists in how one's time can best be utilized.

Motivation for Involvement

Now that the client is familiar with his/her likes, knowledgeable about how leisure can satisfy a personal need, and determined present priority time management schedule; the final step is "follow through". The client actively becomes involved in the leisure activity of his/her choice. This step entails going to the facility where the activity is being held, participating in instruction assignments, purchasing class materials and practicing activity on one's own (if practice is required). The goal here is to have the client complete each task required of activity, finish the entire course, have ability to engage in task independently

and/or (if client enjoyed course) continue with advanced level. For the client who experiences continuous non-complance with task, having the client fill out a "Leisure Activity Self-Contract" (figure 7) may help in measuring and monitoring the success of completion.

Motivation should come from within the client. The counselor may want to work on areas of self-esteem, confidence building, assertiveness training and risk-taking. These topics of discussion should occur throughout the counseling process, so by the time the client is ready for leisure involvement issues of esponaging plans, fear of failure, complacency and negativism are resolved.

Conclusion

Depending upon the motivation level, social/emotional ability and cognitive functioning of the client, the four main areas of leisure advisement can be addressed in four to eight individual or group sessions. Through this leisure education series the client should acquire, "A cognitive understanding of leisure, a positive attitude toward leisure experiences, various participatory and decision-making skills, as well as a knowledgde of, and ability to utilize resources"; as stated in Peterson and Gunn (1984). During this process the counselor should acquire understanding in how his/her client can implement a satisfying and enjoyable leisure lifestyle.

References

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(Figure 1)

COGNITIVE LEISURE CHECKLIST
(abbreviated form)

Name:_____

Date:_____ Disability (if known):_____

Key: O - Like Me / X - Not Like Me

___ 1. When learning a new exercise or sport activity, I can usually follow the instructions of the teacher quite well.

___ 2. I do not think about other things and can keep my mind on a project long enough to complete it.

___ 3. When learning a new game or activity, I can remember it the next day or several days later.

___ 4. I can remain seated for more than 60 minutes when completing a project.

___ 5. I always remember what instructions were said, so I don't have to ask for the instructions to be repeated.

___ 6. I can play games where I have to add a score or follow a certain order of numbers.

___ 7. I never forget to bring necessary materials or supplies to activities.

___ 8. I have no difficulty drawing simple pictures and shapes.

___ 9. I can usually judge where a ball is going to land and move myself to the area to catch the ball.

___ 10. I can tell where the boundaries and foul areas are located in a game or sport activity I know about.

___ 11. I can play quite well with others.

___ 12. I am able to ask others for assistance.

___ 13. I can meet my responsibilities.

___ 14. I can put together a model/craft project with little difficulty.

___ 15. I can always remember the next step in a game or activity.

(Figure 2)

Name _____ Date _____

RECREATION INTEREST SURVEY

Please mark in the box which activities you have participated in and what activities you would like to participate in.

Have Done	Would Do	PHYSICAL	Have Done	Would Do	GAMES
		Team Sports			Crossword Puzzle
		Swimming			Table Games
		Table Tennis			Lawn Games
		Individual Sports			Other_____
		Exercise			
		Cycling			**OUTDOOR**
		Bowling			Picnics
		Golf			Gardening
		Jogging/Run			Fishing
		Walking			Camping
		Other _____			Other_____
					Hiking
		ART			Skating
		Photography			
		Painting			**COMMUNITY**
		Drawing			Sport Events
		Crafts/Sewing			Shopping
		Carpentry			Church
		Ceramics			Comm. Center
		Other_____			Clubs (name)
					Dining Out
		GAMES			Movies
		Cards			Theater
		Jigsaw Puzzle			Concerts

(Cont. Figure 2)

Have Done	Would Do	MISCELLANEOUS	Have Done	Would Do	HOBBIES
		Reading			Coins/Stamps
		Television			Dolls
		Video Movies			Writing
		Travel			Cooking
		Volunteering			Art Collect.
		Socializing			Fix Things
		Pets			Models
		Dancing			Investing
		Music			Entertaining
		Other _____			Other _____

(Figure 3)

Meeting Personal Needs In Leisure

(Lady & Whipple)

It is important to me to:

____ Do something meaningful
____ Be physically active
____ Be committed to something
____ Keep busy
____ Do lots of different things
____ Relax and take it easy
____ Do something different from work and school
____ Be able to do what I want
____ Be spontaneous
____ Make and carry out plans
____ Try my own methods of doing things
____ Compete with others
____ Compete with myself to do better
____ Laugh and enjoy
____ Make use of my skills
____ Improve my skills
____ Develop my skills
____ Have something to show for my efforts
____ Get approval for what I do
____ Be successful at what I do
____ Have a feeling of personal worth
____ Learn more about myself
____ Develop interpersonal relationships
____ Be part of a group, team
____ Meet new people
____ Develop friendships
____ Help others
____ Be in attractive surroundings

Note. Leisure Education : A Manual of Activities and Resources (p.156) (eds. Stumbo & Thompson), 1986. Peoria, Ill. :Central Illinois Center for Independent Living and Easter Seal Leisure Resource Center

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(Figure 4)

Community Resource List

1. Office of Senior Affairs - Local/State
2. Meals on Wheels Program
3. Aquatic Programs
4. City Recreation and Parks Department
5. County Recreation and Parks Department
6. YMCA
7. YWCA
8. University or College Programs
9. Church programs
10. School Programs
11. 4-H Clubs, Boy's and Girl's Clubs
12. Garden Clubs
13. Senior Citizen Clubs
14. City Chamber of Commerce can help locate facilities
15. Commercial facilities (Bowling Alleys, Skating Rinks, etc)
16. Scouting programs
17. Local Theater Groups
18. Local Library
19. Local Stables, Zoos and Nature Centers
20. Welcoming Organization
21. Arts & Crafts Shops and Hobby Shops
22. Dance Studios/Clubs
23. Museums
24. Art Galleries
25. Local Newspapers
26. Community Concert Association
27. Volunteer Service Organizations (Hospitals, Heart Assoc., Church, Child Day Care Centers, etc.)
28. Salvation Army/Goodwill
29. Shopping Malls
30. Miniature/Regular Golf Courses
31. Health/Fitness Clubs
32. Yellow Pages of Telephone Book
33. Community Channel (Community Calendar)
34. Realtor
35. Historical Monuments
36. Travel Agencies
37. Self-Help or Improvement Groups (A.A., Weight Watchers, Co-dependency, etc.)
38. Flea Markets, Garage Sales and Antiques Shops

(Figure 5)

REFERENCE CALENDAR

19__ Month:_____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

(Figure 6)

Time Use Diary

Directions: Before beginning each day's diary, predict the percentage (%) of time in each of the categories. At the end of the day fill in the actual percentage spent in each category.
to do so.

	Work (Required)	Study (Required)	Maintenance (Required)	Leisure	Other
MONDAY Predicted % Actual %					
TUESDAY Predicted % Actual %					
WEDNESDAY Predicted % Actual %					
THURSDAY Predicted % Actual %					
FRIDAY Predicted % Actual %					
SATURDAY Predicted % Actual %					
SUNDAY Predicted % Actual %					

Note. Leisure Education: A Manual of Activities and Resources (p.314) (eds. Stumbo & Thompson), 1986 Copyright 1986 by publisher. Peoria, Ill.: CentralIllinois Center for Independent Living and Easter Seal Leisure Resource Center. Reprinted by permission.

(Figure 7)

Leisure Activity Self-Contract (Shover-Christenson & Stilley)

I want to achieve the following goal:_____

What could keep me from reaching this goal?

___I don't have the skills, ability, knowledge.

___I don't want it badly enough to work for it.

___I'm afraid of what others might think.

___I'm afraid that I might fail.

___Others don't want me to reach this goal.

___The goal is too difficult to accomplish.

___I don't have enough time, money or other resources.

___Other reasons:_____

What are some things I could do so the above things don't prevent me from reaching my goal?_____

Who can help me?_____How?_____

_____

What are my chances for success with this goal?

___Very Good

___Good

___Fair

___Poor

___Very Poor

Why do I feel this way?_____

_____

What are some good things that might happen if I succeed with this goal?_____

_____

What are some bad things that might happen?_____

_____

What are the chances that the bad things would happen if I reached the goal?

_____ Very High _____ High _____50/50 _____Low _____Very Low

How can I prevent any of the bad things from happening?_____

_____

Do I still want to reach this goal?

___Yes

___No

___Undecided

What is the first step I can take to reach this goal?_____

_____

What else might I do if I am really to succeed?_____

_____

Am I really going to take the above steps?

___Yes

___No

___Still Undecided

If my answer to the above is yes, I make the following self-contract:

SELF-CONTRACT

I,_____(name) have decided to try to achieve the goal of_____(activity). The first step it will take to reach this goal will be to_____(first step) by _____(date). My target date for reaching the final goal is _____(date).

Signed:_____

Date:_____

Note. Same as Figure 3 & 6.